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MEASURING THE IMPACT OF SKILL-BASED MATERIALS ON STUDENTS' WORK-RELATED LANGUAGE SKILLS

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Abstract : The requirement to have good English skill is inevitably necessary to widen our students' opportunities to go International. In the ESP class, the materials taught need to be specified so this goal can be effectively achieved. The present paper measures the impact of skill-based materials for nursing students on their work-related language skills. There were 15 students from D-3 International Nursing Program at University of Muhammadiyah Banjarmasin who joined this research. The research method applied was pre-experimental in which the researchers measures the impact of before and after the materials applied in the subject. Test and observation became the primary instruments to assess the effect. The materials were experimented for four meetings before the post-test was conducted. The observation was carried out to notice the students' responses during the lessons. The findings showed that most of the students' have better work-related language skills after the materials applied in the classroom. Notes from the observation also told the subjects were active and highly motivated to participate in the lessons.

Keyword: Skill-Based Materials; ESP Teaching Materials; Work-Related Language Skills.

Introduction

There are many challenges based on our future education. First is environmental issues such as climate changes and the use of natural resources. Secondly, economical issues related to creating new opportunities and financial independent. Lastly is social challenges, such as: global migration that create cultural diversity and inequality in living standards (OECD, 2018). Therefore, we have to prepare our students to be able to cope with those challenges, especially equip them with knowledge, skills, attitudes and values that can help them to survive in the world workforce.

The Head of National Agency for the Protection and Placement of International Migrant Workers (BNP2TKI) said that within 12 years of this agency, there have been four million Indonesian migrant workers. They spread in 208 countries, such as Malaysia, Taiwan, Saudi Arabia, South Korea, Qatar, Russia, etc. They work in several fields, for example in the field of community, social, industrial, agricultural, forestry, plantation, fisheries, building, retail, restaurant, hospitality, health and others. In the past seven years, the remittances reached IDR 781,240 trillion (Kumairoh, 2018).

It is mentioned that the health and hospitality sector is a priority sector in the placement of formal migrant workers abroad. According to BNP2TKI data, every year there is a demand of 16 thousand nurses, but Indonesia in 2016 was only able to send 200 nurses. Actually, we have 863 nursing education institutions with 43.150 graduates every year. Only around 14.000 -15.000 work in health institutions, and the other 27.000 – 28.000 work in other sectors. It means that we have many human resources to be nurses abroad (SHD / SJR, 2017).

The weaknesses of our nurses are in English specifically for medical terms, competencies, brands / licenses, and nursing certification in Indonesia that are not recognized abroad (Ovier, 2017). Furthermore, Yana Anusasana, the Director of Quality Mapping and Harmonization of Migrant Workers BNP2TKI, said that Indonesian nurses abroad tend to be favoured compared to nurses from other countries in Asia, because Indonesian nurses are known to rarely complain, be diligent, resilient and alert to obeying orders. However, the Indonesian nurses must improve their English, have the ability to negotiate during job interview, improve their CVs to sell, good certification and overcome homesick (SHD / SJR, 2017).

It is clear now that for nursing students that they have to prepare themselves if they want to work overseas, especially for selling their ability through making CVs and preparing for job interviews in particular and communicating in general. These skills are considered as work-related language skills. Mohammadi & Moghadam (2015) mentioned in their research that working context have specific that differ with other contexts. The study tried to reveal spoken and written language skills in workplaces to tailor English skill-based materials. They interview workplace supervisors to gather details about the graduates' particular communication needs. The surveys indicated greater use of written compared with spoken English.

Every nursing education institution has English for Specific Purposes (ESP) to prepare their students to get ready for their students' needs future job. Consequently, tailoring the ESP Teaching Materials is very important to fulfil the students' needs to work abroad. Therefore, before developing any ESP Teaching Material, it is very important to do need analysis, especially to design and use teaching materials (Khoshhal, 2018). Furthermore, designing learning programmes in vocational education should pay attention to promote skill-based materials to make the students able to incorporate and transfer what they have learned into working contexts. The students should be equipped with the dynamic of working environments (Sellin, 2003).

Another research was done by Saragih (2014) about how important need assessment to designing teaching material for nurses. The study used quantitative and qualitative methods. Forty females and eight males at five nursing colleges in Indonesia were the participant of the study. Interviews were conducted also to nursing students, ESP lecturers, hospital directors,

and ESP experts. The results of the study are: the needs of the students to be focus in English for Nursing. The current situation is not in favour with the students' needs. The skills most needed for them are speaking and listening for outpatient situations. Those skill-based materials are fully related to nursing fields.

El-Imane (2013) conducted quantitative research using two questionnaire for three teachers and forty-one computer science students chosen randomly, to gather information about the variables of interest to appropriate activities selection from teachers and specialists in the field. The results were, as follows: selecting materials is a task worth being done by the teacher because of its big impact on students' level; selecting materials are not done randomly but a task that requires following specific criteria: accurate, appropriate, within range, flexible and reasonable size; computer science students are interested in motivational materials, which are credible, attractive and up to date; the use of authentic materials is very helpful to show students the real language and cultural aspects.

Valle (2015) tried to cover a range of important issues within the scope of ESP materials development, the case for materials evaluation, and the possibilities and challenges in ESP areas. His intention to confront the notion of authenticity when reviewing texts and materials for classroom use. He concluded that authentic materials offer more advantages for ESP classroom. All of the previous research bring us to a conclusion that designing teaching materials on the basis of the students' need. The present study, then, is intended to measure the impact of a skill-based materials developed by Rafidiyah, Yansyah, and Nadia (2019). The assessment is considered important so their work could be statistically proved whether it can significantly affect the students' work-related language skills. If the materials are affective, it can be considered as an instructional reference for any teachers or lecturers who want to prepare their students to go International.

Method

This research is classified into an Educational Research and Development (R&D).
Research Design and Setting

The present research applied pre-experimental research or one-group pretest-posttest design. Experimental research was considered to be the most appropriate research design since the researchers wanted to find out the effect of independent variable on the dependent variable (Cohen, L.; Manion, 2012; Creswell, 2012; Lodico, Spaulding, & Voegtler, 2006). The independent variable was the implementation of the skill-based teaching materials and the dependent variable was the students' work-related language skills, such as writing cover letter and resume, dealing with job interview, searching for job information, etc. The sample of this class is only one, so the most suitable research design was pre-experimental, in which the samples got pre- and post-test after the materials implemented in the classroom to better understand their progress. It took place in the University of Muhammadiyah Banjarmasin, Faculty of Nursing and Health Sciences.

Population and Sample

In the D3 International nursing program there is only one class, consists of 10 females and 5 males students. Therefore, all population were invited to be the samples in this research. When this research was conducted, the samples were in the third semester.

Treatment

The treatment used was the implementation of skill-based materials. It was conducted for four meetings with four topics: 1) cover letter writing, 2) writing resume, 3) job interview, and 4) job interview practice. Skill-based materials focused on teaching students to learn skills they need to perform in the workplace. Thus, every unit in the materials developed was on the basis of the analysis of selected skills they need to have. In every lesson, the activities were focused more on the practice of the skills, for example in the job interview practice the students made an interview simulation with the script which they have written in pairs.

Data Collection

There were two primary data collections. The first one was tests, pre-test and post- test. The test was in form of job interview simulation because the purpose of the materials was to prepare students to have work-related language skills. The pre-test was conducted before the material applied so the students' initial score could be recorded. After the implementation, the post-test, with the same format and type, was carried out to know the impact. Next, observation also was employed so the qualitative data related to the students' responses in the classroom can be gathered. The observation was conducted four times and the observer was one of English lecturers at University of Muhammadiyah Banjarmasin. He used field notes to record the data.

Data Analysis

The result of tests was compared using dependent sample t-test to determine whether the implementation of the teaching materials affected the dependent variable. The data got from the observation were tabulated to highlight the students' responses during the teaching materials implementation.

Findings and Discussions

The primary data in this research was the result of pre-test and post-test to examine the hypothesis of the research. In the beginning, the hypothesis stated that after learning using the skill-based materials, the students will have better work-related language skills. The pre-test was conducted in form of job interview. The students were asked some questions, such as to tell about themselves, to talk about their strengths and weaknesses, to tell what she/he will do five years later, etc. The descriptive statistics of the pre-test can be seen in Table 1.

Table 1 Descriptive Statistics of the Pre-Test Result

	N	Min.	Max.	Mean	SD
Score Pre-test	15	48	75	64,73	8,362
Valid N	15				

It can be noticed that the initial score in the pre-test was 64.73, which can be considered as moderate. To test the hypothesis, the post-test after students got the material was conducted so the students' progress could be measured. The questions used in the pre-test and post-test were same. The result of post-test can be seen in Table 2.

Table 2 Descriptive Statistics of the Post-Test Result

	N	Min.	Max.	Mean	SD
Score Post-Test	15	60	95	80.67	9,612
Valid N	15				

It is clearly showed in Table 2 that the average post-test scores were 80.7. By comparing the raw means of the both tests score, it can be concluded that there was a significant increase of the students' achievements. However, the progress cannot be accurately measured before doing a statistics analysis using t-test to better understand how significant the impact of the skill-based materials on the students' skills is. The result of t-test is presented in Table 3.

Table 3 The Result of t-test

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Score Pre-Test & Score Post-Test	15	,740	,002

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Score Pre Test	-	6,584	1,700	-19,580	-12,287	-9,372	14	,000
1	Score Post-test	15,933							

By seeing the significance different value, it can be concluded that there is significant difference between before and after the materials implemented in the classroom ($.00 > .05$). In brief, it can be said that the students had better work-related language skills after they learn using the skill-based materials.

This finding, then, was also supported by the result of observation. At the first meeting, the topic taught was cover letter writing. This material is considered difficult by students, because the students' writing skills at the beginner level. However, the students were helped by the structure of the teaching materials which were arranged in stages, so it was easier for the teacher to guide the students. The group learning method also helped the students to understand this material, so that they become more active and cooperate.

The second observation was carried out at the different times with the different material. This time the material discussing was "Resume", this topic was more attractive because it was not only a hand-out. There were also some videos, which can help the students to understand the material about making resumes.

In this third observation, the students were divided into several groups. The students played several videos. They were asked to explain the do's and don'ts in an interview. At the beginning, the students were still a little bit confused to start a discussion about this material. However, it could be helped by the interactive methods used by the instructor. Therefore, the students have the freedom to express what they understand about this material.

The fourth observation was the last observation made. In this observation, the students were asked to practice the interviews directly. There were some students had trouble and felt embarrassed to use English, but because the students doing it together, their self-confidence grew to conduct interviews in English. In meeting, the students enjoyed the simulation. They felt that it gave them experience if someday they would deal with such kind of interview.

The result of observations strengthens the reason why the skill-based materials significantly affected the students' work-related language skills. The materials could help the students to learn the skills through a step-by-step approach. The materials were also equipped with a lot of relevant examples, links, and videos so the students could learn autonomously. It is in line with the Valle's finding (2015) that authentic materials is beneficial to provide a better learning context for the students. The activities in the classroom were also designed carefully, in which the students could practice the skills in pairs or group so they could work collaboratively to make the tasks easier. In addition, real-life tasks, role play, and simulation made the students get the real experience of the future workplace condition so they become more ready and felt motivated to actively participated during the lessons. The findings also supported the previous research (Khoshhal, 2018; Saragih, 2014; El-Imane 2013) that need analysis is significantly salient to help teaching in designing appropriate materials which meet the students' need. Besides, according to Mohammadi & Moghadam (2015), students should recognize the working context since it has specific that differ with other contexts.

Closing

Conclusion

Based on the findings, the students got better improvement in their work-related language skills after they learn using the skill-based materials. The result of observation supported the findings since the students could deal with any learning challenges because the lesson was designed step-by-step so the students could master the skills gradually. The activities in the classroom were also directed to be in pairs or in groups so the students could work collaboratively. The use of authentic materials, useful links, and real-life tasks also encouraged students to learn and could feel the experiences of the future working context.

Suggestion

It is expected that teachers keep researching their students' need and take it into account for designing an appropriate teaching materials. The skill-based materials developed by the researchers could be used as one of references for teaching or basis for developing a new one. Other researchers can observe deeply about this topic by investigating the impact of the skill-based materials on a bigger or different context.

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